

Glossary

ADA	American Dietetic Association
AR	Action Research
ARC	Agricultural Research Council
CBPR	Community-based Participatory Research
CDC	Centers for Disease Control and Prevention
CESR	Centre for Economical Social Rights
CIPP	Context-, Input-, Process-, and Product – evaluation
DRI	Dietary Reference Intakes
FAO	Food and Agricultural Organization of the United Nations
GARNET	Global Applied Research Network
HAS	Hygiene and sanitation
HFS	Household food security
NFCS	National Food Consumption Survey
NICUS	The Nutrition Information Centre at the University of Stellenbosch
PAR	Participatory Action Research
RDA	Recommended Dietary Allowance
SAWAU	South African Woman’s Agricultural Union
SNE	Society for Nutrition Education
UNDP	United Nations Development Programme
UNICEF	United Nations Children’s Fund
UP	University of Pretoria
WHO	World Health Organization
WSSCC	Water Supply and Sanitation Collaborative Council

R e f e r e n c e s

- ACHTERBERG, C & MILLER, C. 2004. Is one theory better than another in nutrition education? A viewpoint: more is better. *Journal of Nutrition Education and Behavior* 36(1): 40-42.
- ADAMS, JR & BARNDT, SE. 1983. *Behavioural implications of the project life cycle*. In CLELAND, DI & KING, WR. (Eds). Project management handbook. New York. Van Nostrand Reinhold.
- ADATO, M & FELDMAN, S. 2001. *Empowering women to achieve food security. Safety nets*. International Food Policy Research Institute (IFPRI). 2020 Vision. [Focus 6](#) Policy Brief 11 of 12. Washington DC. IFPRI.
- AGGER, B. 1991. *A critical theory of public life: knowledge, discourse and politics in an age of decline*. New York. Falmer.
- AHMAD, M. 1995. Nutrition education and training program model for evaluation and planning. *Evaluation and Program Planning* 18(3): 253-258.
- AHMED, NU, ZEITLIN, MF, BEISER, AS, SUPER, CM, GERSHOFF, SN & AHMED, MA. (s.a.). *Assessment of the impact of hygiene on environmental sanitation, childhood diarrhoea, and the growth of children in rural Bangladesh*. [WWW document].
URL www.unu.edu/unupress/food/8F151e/8F151E07.htm Accessed - 04/16/2003.
- ALLEN, LH & GILLESPIE, SR. 2001. *What works? A review of the efficacy and effectiveness of nutrition interventions*. Nutrition Policy Paper no. 19. Geneva. United Nations Administrative Committee on Coordination Sub-Committee on Nutrition (ACC/SCN).
- ALMEDOM, AM, BLUMENTHAL, U & MANDERSON, L. 1997. *Hygiene evaluation procedures: approaches and methods for assessing water and sanitation - related hygiene practices*. London. International Nutrition Foundation for Developing Countries. [WWW document]. URL www.unu.edu/unpress/food2/UIN11E/uin11e06.htm Accessed - 04/16/2003.
- ANDRIEN, M. 1994. *Social communication in nutrition: a methodology for intervention*. Rome. FAO.
- APPLETON, B & VAN WIYK, C. 2003. *Hygiene promotion*. IRC International water and sanitation centre. The Hague. UNICEF.
- APPLEWOOD. 2003. *Quotations of Abraham Lincoln*. Bedford. Applewood Books.
- ARCURY, T. 2000. *Successful process in community-based participatory research*. In O'FALLON, LR, TYSON, FL & DEARRY, A. (Eds). Successful models of community-based participatory research. Washington DC. IEHS.
- ARGYRIS, C & SCHÖN, DA. 1991. *Participatory action research and action science compared*. In WHYTE, WF. (Ed). Participatory action research. London. Sage.

- ARONSON, J. 1994. A pragmatic view of thematic analysis. *The Qualitative Report* 2(1). [WWW document]. URL www.nova.edu/ssw/QR/BackIssues/QR2-1/aronson.html Accessed - 20/07/2004.
- AUDEN, WH & KRONENBERGER, L. 1981. *The Viking book of aphorisms. A personal collection*. New York. Penguin.
- BABBIE, E & MOUTON, J. 2001. *The practice of social research*. South African edition. Cape Town. Oxford.
- BABU, SC & RHOE, V. 2002. Designing nutrition interventions with food systems: planning, communication, monitoring and evaluation. *Journal of Crop Production* 6(1): 365-373.
- BALIT, S. 1999. *Voices for change. Rural women and communication*. Rome. FAO.
- BICKMAN, L. 1987. *The functions of program theory*. In BICKMAN, L. (Ed). Using program theory in evaluation. London. Jossey-Bass.
- BILLIG, P, BENDAHDANE, D & SWINDALE, A. 1999. *Water and sanitation indicator measurement guide*. Food and nutrition technical assistance. Title 2. Washington DC. USAID.
- BOONE, EJ, SAFRIT, RD & JONES, J. 2002. *Developing programs in adult education. A conceptual programming model*. 2nd ed. Waveland. Prospect Heights.
- BRADSHAW, J. 1972. The concept of social need. *New Society* 30 (March): 640-643.
- BRAKEFIELD-CALDWELL, W & PARKER, E. 2000. *Successful models combining intervention and basic research in the context of community-based participator research*. In O'FALLON, LR, TYSON, FL & DEARRY, A. (Eds). Successful models of community-based participatory research. Washington DC. IEHS.
- BUCHANAN, D. 2004. Two models for defining the relationship between theory and practice in nutrition education: is the scientific model meeting our needs? *Journal of Nutrition Education and Behaviour* 36 (3): 146-156.
- BURKEY, S. 2000. *People first. A guide to self-reliant participatory rural development*. London. Zen books.
- BUTLER, L & HOWELL, R. 1980. *Coping with growth: community needs assessment techniques*. Western Rural Development Centre. Washington, DC. Oregon State University.
- CAFFARELLA, RS. 1994. *Planning program for adult learners. A practical guide for educators, trainers and staff developers*. San Francisco. Jossey-Bass.
- CAIRNCROSS, S. 2003. Water supply and sanitation: some misconceptions. *Tropical Medicine and International Health* 8(3): 193-195.
- CDC (Centers for Disease Control and Prevention). 2001. CDCynergy. Micronutrient edition. Your guide to effective health communication. [CD-ROM].

- CESR (CENTRE FOR ECONOMIC AND SOCIAL RIGHTS). 1997. *International code of conduct on the human right to adequate food*. [WWW document]. URL www.cesr.org/ESCR/code%20of%20conduct.pdf Accessed - 12/12/2003.
- CHAMBERS, R. 1995. *Paradigm shifts and the practice of participatory research and development*. In NELSON, N & WRIGHT, S. (Eds). *Power and participatory development. Theory and practice*. London. Intermediate Technology.
- CHARNEY, P & MALONE, A. (Eds). 2004. *ADA pocket guide to nutrition assessment*. Chicago. ADA.
- CHOPRA, M & CLOETE, K. 2001. *The community component of the Integrated Management of Childhood Illness Strategy. Performing a participatory situational assessment*. Rome. UNICEF.
- COETZEE, JK & GRAAFF, J. (Eds). 1996. *Reconstruction, development and people*. Johannesburg. Thomson.
- COFFEY, A & ATKINSON, P. 1996. *Making sense of qualitative data*. London. Sage.
- COLLINS, K. 1999. *Participatory research. A primer*. Johannesburg. Prentice Hall.
- CONTENTO, IR, RANDELL, JS & BASCH, CE. 2002. Review and analysis of evaluation measures used in nutrition education intervention research. *Journal of Nutrition Education and Behaviour* 34(1): 2-25.
- COOK, TD & CAMPBELL, DT. 1979. *Quasi-experimentation. Design and analysis issues for field settings*. Boston. Houghton Mifflin.
- CRANTON, P. 1992. *Working with adults*. San Francisco. Jossey-Bass.
- CURTIS, V, CAIRNCROSS, S & YONLI, R. 2000. Review: Domestic hygiene and diarrhoea - pinpointing the problem. *Tropical Medicine & International Health* 5(1): 22-30.
- CURTIS, V, KANKI, B, COUSENS, S, DIALLO, I, KPOZEHOUEN, A SANGARÉ, M & NIKIEMA, M. 2001. Evidence of behaviour change following a hygiene promotion programme in Burkina Faso. *Bulletin of the World Health Organization* 79(6): 518-527.
- DANIELS, DL, COUSENS, SN, MAKORAE, LN, FEACHEM, RG. 1990. A case-control study of the impact of improved sanitation of diarrhoea morbidity in Lesotho. *Bulletin of the World Health Organization* 68(4): 455-459.
- DE BEER, F & SWANEPOEL, H. 1996. *Training for development. A manual for student trainers*. Johannesburg. Thomson.
- DELPORT, CSL. 2002. *Quantitative data collection methods*. In DE VOS, AS. (Ed). *Research at grass roots. For the social sciences and human service professions*. 2nd ed. Pretoria. Van Schaik.
- DENNILL, K, KING, L & SWANEPOEL, T. 2000. *Aspects of primary health care. Community health care in Southern Africa*. 2nd ed. Cape Town. Oxford University.
- DENZIN, NK & LINCOLN, YS. (Eds). 2000. *Handbook of qualitative research*. 2nd ed. Thousand Oaks. Sage.

- DE VOS, AS. 2002. *Qualitative data analysis and interpretation*. In DE VOS, AS. (Ed). Research at grass roots. For the social sciences and human service professions. 2nd ed. Pretoria. Van Schaik.
- DICKEN, K, GRIFFITHS, M & PIWOZ, E. 1997. *Designing by dialogue. A program planner's guide to consultative research for improving young child feeding*. Support for analysis and research in Africa. Washington DC. Academy for Educational Development.
- DIRKX, JM & PRENGER, M. 1997. *A guide for planning and implementing instruction for adults. A theme-based approach*. San Francisco. Jossey-Bass.
- DÜVEL, GH. 1991. Towards a model for the promotion of complex innovations through programmed extension. *South African Journal of Agricultural Extension* 20(2): 70-86.
- ELDER, JP, AYALA, GX & HARRIS, S. 1999. Theories and intervention approaches to health-behavior change in primary care. *American Journal of Preventive Medicine* 17(4): 275-284.
- ENDRES, JB. 1999. *Community nutrition. Challenges and opportunities*. London. Prentice-Hall.
- ERNØ-KJØLHEDE, E. 2000. *Project management theory and the management of research projects*. Copenhagen. Copenhagen Business School.
- EWANG, PN. 1998. Project monitoring and evaluation. A management function. *Journal of Family Ecology and Consumer Sciences* 26(2): 163-167.
- EYBEN, R & LADBURY, S. 1995. *Popular participation in aid-assisted projects: why more in theory than practice?* In NELSON, N & WRIGTH, S. (Eds). Power and participatory development. Theory and practice. London. Intermediate Technology.
- FALS-BORDA, O. 2000. *Participatory (action) research in social theory: origins and challenges*. In REASON, P & BRADBURY, H. (Eds). Handbook of action research. Participative inquiry and practice. London. Sage.
- FALS-BORDA, O. (Ed). 1988. *The challenge of social change*. London. Sage.
- FALS-BORDA, O. 1991a. *Some basic ingredients*. In FALS-BORDA, O & RAHMAN, MA. (Eds). Action and knowledge. Breaking the monopoly with participatory action research. London. Intermediate Technology.
- FALS-BORDA, O. 1991b. *Remaking knowledge*. In FALS-BORDA, O & RAHMAN, MA. (Eds). Action and knowledge. Breaking the monopoly with participatory action research. London. Intermediate Technology.
- FAO (FOOD AND AGRICULTURAL ORGANISATION OF THE UNITED NATIONS). 2002. *Declaration of the World Food Summit: five years later*. [WWW document]. URL www.fao.org/DOCREP/MEETING/005/Y7106E/Y7106E09.htm Accessed - 11/19/2002.
- FAO. 1998. *Evaluation Service*. Rome. FAO.
- FAO. 1997. *Agriculture, food and nutrition for Africa*. Rome. FAO.

- FAO. 1996. *Rome declaration on World Food Security*. [WWW document]. URL www.fao.org/docrep/003/w3613e/w3613e00.htm Accessed - 12/06/2002.
- FAY, B. 2001. *Contemporary philosophy of social science*. Oxford. Blackwell.
- FAY, B. 1975. *Social theory and political practice*. Series: Controversies in Sociology. In BOTTOMORE, TB & MULKAY, M. (Eds). London. George Allen & Unwin.
- FERRELL, BJAG. 2002. Community development and health project: a 5-year (1995-1999) experience in Mozambique, Africa. *International Nursing Review* 49(1):4 - 27.
- FETTERMAN, DM, KAFTARIAN, S & WANDERSMAN, A. (Eds). 1996. *Empowerment evaluation: knowledge and tools for self-assessment and accountability*. Thousand Oaks. Sage.
- FRANKLE, RT & OWEN, AL. 1993. *Nutrition in the community. The art of delivering services*. 3rd ed. London. Mosby.
- GAJANAYAKE, S & GAJANAYAKE, J. 1993. *Community empowerment: a participatory training manual on community project development*. New York. PACT.
- GIBNEY, M & VORSTER, H. 2001. South African food based dietary guidelines. *South African Journal of Clinical Nutrition* 14(3): S2.
- GILLESPIE, AH, & YARBROUGH, P. 1984. A conceptual model for communicating nutrition. *Journal of Nutrition Education* 16(4): 168-172.
- GITTINGER, JP. 1991. *Household food security and the role of women*. World Bank discussion papers 96. Washington DC. The World Bank.
- GLANZ, K & ERIKSEN, MP. 1993. Individual and community models for dietary behavior change. *Journal of Nutrition Education* 25(2): 80-85.
- GLASER, BG & STRAUSS, AL. 1999. *The discovery of grounded theory: strategies for qualitative research*. New York. Aldine de Gruyter.
- GRAVETT, S. 2001. *Adult learning. Designing and implementing learning events. A dialogic approach*. Pretoria. Van Schaik.
- GREEN, F. 2002. Adult education: an approach for use in consumer education programmes. *Journal of Family Ecology and Consumer Sciences* 30: 10-20.
- GREEN, F, BOTHA, P & SCHÖNFELT, HC. 2004. Needs assessment in a rural community on a commercial farm in South Africa. *Journal of Family Ecology and Consumer Sciences* 42: 46-59.
- GREENWOOD, DJ & LEVIN, M. 1998. *Introduction to action research. Social research for social change*. London. Sage.
- GREENWOOD, DJ, WHYTE, AF & HARKAVY, I. 1993. Participatory action research as a process and as a goal. *Human Relations* 46 (2): 175-190.
- HABERMAS, J. 1988. *On the logic of the social sciences*. Cambridge. MIT Press.

- HAGENIMANA, V & LOW, J. 2000. Potential of orange-fleshed sweet potatoes for raising vitamin A intake in Africa. *Food Nutrition Bulletin* 21: 414-418.
- HAMMERSLEY, M & ATKINSON, P. 1996. *Ethnography. Principles in practice*. London. Routledge.
- HUBLEY, J. 1988. Understanding behaviour: the key to successful health education. *Tropical Doctor* 18: 134-138.
- IRC. 2004a. *Niger: comparing two different promotion strategies*. [WWW document]. URL <http://www.irc.nl/page/3355> Accessed - 21/09/2004.
- IRC. 2004b. *Guatemala: social marketing for handwashing*. [WWW document]. URL <http://www.irc.nl/page/3361> Accessed - 21/09/2004.
- IRC. 2003a. *Zimbabwe1: a "Health Club" approach to hygiene promotion*. [WWW document]. URL <http://www.irc.nl/page/3356#zimbabwe1> Accessed - 21/09/2004.
- IRC. 2003b. *Symposium statement on poverty and productive uses of water at the household level*. [WWW document]. URL www.irc.nl/themes/management/prodwat/statement.html Accessed - 29/04/2003.
- IREDALE, J. 2003. *Ghana: integrating health and hygiene into a water and sanitation project*. IRC. [WWW document]. URL www.irc.nl/page/3349 Accessed - 21/09/2004.
- ISMAIL, S, IMMINK, M & NANTEL, G. 2002. *Improving nutrition programmes. An assessment tool for action*. Rome. FAO.
- ISRAEL, B. 2000. *Community-based participatory research: principles, rationale and policy recommendations*. In O'FALLON, LR, TYSON, FL & DEARRY, A. (Eds). Successful models of community-based participatory research. Washington. IEHS.
- JENKINS, C. 1998. *Hygiene behaviour-change: lessons from other sectors*. In SIMPSON-HÉBERT, M & WOOD, S. Sanitation promotion. WSSCC working group on promotion of sanitation. Geneva. WHO.
- KARL, M. 2002. *Monitoring and evaluating stakeholder participation in agriculture and rural development projects: a literature review*. SD Dimensions. [WWW document]. URL <http://www.fao.org/sd/PPdirect/PPPre0074.htm#topofpage> Accessed – 08/09/2004].
- KARLSEN, JI. 1991. *Action research as method. Reflections from a program for developing methods and competence*. In WHYTE, WF. (Ed). Participatory action research. London. Sage.
- KEMMIS, S & MCTAGGART, R. 2000. *Participatory action research*. In Denzin, NK & Lincoln, YS. (Eds). The handbook of qualitative research. 2nd ed. Thousand Oaks. Sage.
- KENDALL, A, OHLSON, CM & FRONGILLA, EA. 1995. Validation of the Radimer/Cornell measures of hunger and food insecurity. *Journal of Nutrition* 125: 2793-2801.
- KING, EM & ALDERMAN, H. 2001. *Empowering women to achieve food security*. International Food Policy Research Institute (IFPRI). 2020 Vision. [Focus 6](#) Policy Brief 6 of 12. Washington DC. IFPRI.

- KHAN, MM & RIELY, F. 1995. A note on choice of indicators for food security and nutrition monitoring. *Food Policy* 20(1): 63-68.
- KLEINER, AM. 2002. *Empowering people through participatory action research: methods, models and motivations*. Paper presented in the Research Track of the 2002 meeting of the Community Development Society. Cleveland. University of Missouri.
- KNOWLES, D. 1990. *Explanation and its limits*. New York. Cambridge.
- KNOX, AB. 1986. *Helping adults learn*. San Francisco. Jossey-Bass.
- KVALE, S. 1996. *An introduction to qualitative research interviewing*. London. Sage.
- LABADARIOS, D. (Ed). 2000. *The National Food Consumption Survey (NFCS): Children aged 1 – 9 years, South Africa, 1999*. Pretoria. Department of Health: Directorate of Nutrition.
- LACEY, K & CROSS, N. 2002. A problem-based nutrition care model that is diagnostic driven and allows for monitoring and managing outcomes. *Journal of the American Dietetic Association* 102 (4): 578-589.
- LAMBUR, M, RAJGOPAL, R, LEWIS, E, COX, RH & ELLERBROCK, M. 2003. Applying Cost Benefit Analysis to Nutrition Education Programs: Focus on the Virginia Expanded Food and Nutrition Education Program. [WWW document]. URL <http://www.ext.vt.edu/pubs/nutrition/490-403/490-403.html> Accessed - 15/11/2004.
- LANSING, D & KOLASA, KM. 1996. Applying a new model, principles, and process in nutrition intervention partnerships. *Journal of the American Dietetic Association* 96(8): 806-814.
- LARSON, E & DUARTE, CG. 2001. Home hygiene practices and infectious disease symptoms among household members. *Public Health Nursing* 18(2): 116-127.
- LATHAM, MC. 1997. *Human nutrition in the developing world*. Rome. FAO.
- LEE, RD & NIEMAN, DC. 2003. *Nutritional assessment*. 3rd ed. Boston. McGraw Hill.
- LEEDY, JE & OMROD, PD. 2001. *Practical research. Planning and design*. 7th ed. New Jersey. Prentice Hall.
- LEWIS, M. 1995. *Focus group interviews in qualitative research: a review of the literature*. [WWW document]. URL <http://casino.cchs.usyd.edu.au/arow//reader/rlewis.htm> Accessed - 06/02/2003.
- LINCOLN, YS & GUBA, EG. 1985. *Naturalistic inquiry*. Beverly Hills. Sage.
- LIPSEY, MW & POLLARD, JA. 1989. Driving toward theory in program evaluation: more models to choose from. *Evaluation and Program Planning* 12: 317-328.
- MACLURE, R & BASSEY, M. 1991. *Participatory action research in Togo*. In WHYTE, WF. Participatory Action Research. London. Sage.
- MASLOW, AH. 1987. *Motivation and personality*. 3rd ed. New York. Harper and Row.

- MATLA, MTH. 2004. *The contribution of food access strategies to dietary diversity of farm worker households on Oranje farm in Fouriesburg district (RSA)*. Unpublished Master's thesis. University of Pretoria.
- MAUNDER, E, GERICKE G, LABADARIOS, D, STEYN, N, MACINTYRE, U, HUSKISSON J, VORSTER, HH, SWART, R, DANNHAUSER, A & NESAMVUNI, AE. 2000. *The food procurement and household food security of children aged 1 – 9 years in South Africa: the National Food Consumption Survey, 1999*. Abstracts from the Nutrition Congress 2000. Durban. Nutrition Society of South Africa in collaboration with the Association for Dietetics in South Africa.
- MAXWELL, JA. 2002. *Understanding and validity in qualitative research*. In HUBERMAN, AM & MILES, MB. (Eds). *The qualitative researcher's companion*. Thousand Oaks. Sage.
- MCKENZIE, JF & SMELTZER, JL. 2001. *Planning, implementing, and evaluating health promotion programs: a primer*. Boston. Allyn and Bacon.
- MCKILLIP, J. 1987. *Needs analysis – tools for the human services and education*. Newbury Park. Sage.
- MCLAUGHLIN, JA & JORDAN, GB. 1999. Logic models: a tool for telling your program's performance story. *Evaluation and Program Planning* 22: 65-72.
- MEHRA, S. 1998. *Social marketing for sanitation programmes*. In SIMPSON-HÉBERT, M & WOOD, S. *Sanitation promotion*. WSSCC working group on promotion of sanitation. Geneva. WHO.
- MEISTER, A. 1972. Characteristics of community development in rural animation in Africa. *International Review of Community Development* 27: 75-132.
- MERRIAM, SB & CAFFARELLA, RS. 1999. *Learning in adulthood. A comprehensive guide*. 2nd ed. San Francisco. Jossey Bass.
- MERRIAM-WEBSTER. 2004. *Merriam-Webster Online Dictionary*. [WWW document]. URL <http://www.merriam-webster.com> Accessed - 26/08/2004.
- MILES, MB & HUBERMAN, AM. 2002. *Reflections and advice*. In HUBERMAN, AM & MILES, MB. (Eds). *The qualitative researcher's companion*. Thousand Oaks. Sage.
- MINKLER, M & WALLERSTEIN, N. (Eds). 2003. *Community-based participatory research for health*. San Francisco. Jossey-Bass.
- MOOPA, MI. 2004. *Food coping strategies and the nutritional status of women living in farm worker households on Oranje farm in the Fouriesburg district (RSA)*. Unpublished Master's thesis. University of Pretoria.
- MOUTON, J. 2001. *How to succeed in your master's and doctoral studies. A South African guide and resource book*. Pretoria. Van Schaik.
- MOUTON, J. 1999. *A practical guide to programme evaluation. A case study of the Thousand Schools project evaluation*. Stellenbosch. Centre for Interdisciplinary Studies.

- MOUTON, J. 1996. *Understanding social research*. Pretoria. Van Schaik.
- MURPHY, G. 1989. The evaluation of educational programmes. *Development Southern Africa* 6(4): 454-466.
- NELSON, N & WRIGHT, S (Eds). 1995. *Power and participatory development. Theory and practice*. London. Intermediate Technology.
- NICUS. 2003. DRIs. *Dietary Reference Intakes*. Stellenbosch. University of Stellenbosch.
- NIEDERWIESER, J.G. 2004. *A guide to sweet potato production in South Africa*. ARC- Roodeplaat Vegetable and Ornamental Plant Institute. Pretoria. CDP.
- NYONI, N. 2004. *Zimbabwe2: Integrating hygiene with WSS at national level*. IRC. [WWW document]. URL www.irc.nl/page/3357 Accessed - 21/09/2004.
- O'FALLON, LR, TYSON, FL & DEARRY, A. (Eds). 2000. *Successful models of community-based participatory research*. Research Triangle Park, NC. Washington DC. National Institute for Environmental Health Science.
- OKUN, DA. 1988. The value of water supply and sanitation in development: an assessment. *American Journal of Public Health* 78 (11): 1463-1467.
- OLSON, J. 1998. *Participatory approaches to community empowerment*. In SIMPSON-HÉBERT, M & WOOD, S. Sanitation promotion. WSSCC working group on promotion of sanitation. Geneva. WHO.
- PATTON, M. 1997. *Utilized-focused evaluation*. 3rd ed. Thousand Oaks. Sage.
- PHILLIPS, M & SANHVI, TG. 1996. *The economic analysis of nutrition projects. Guiding principles and examples*. Human Development Department. Washington DC. The World Bank.
- POSAVAC, EJ & CAREY, RG. 1997. *Program evaluation. Methods and case studies*. New Jersey. Prentice Hall.
- PRINSLOO, NA. 2003. *Report on microbiological analysis: Oranje farm*. Pretoria. ARC-ANPI.
- QUISUMBING, AR & MEINZEN-DICK, RS. 2001. *Empowering women to achieve food security*. Overview. 2020 Vision. [Focus 6](#) Policy Brief 1 of 12. Washington DC. IFPRI.
- QUISUMBING, AR, BROWN, LR, FELDSTEIN, HS, HADDAD, L & PEÑA, C. 1995. *Women: the key to food security*. Food Policy Statement Number 21. Washington DC. IFPRI.
- REASON, P. 1994. *Reflections on participation in human inquiry*. In REASON, P. (Ed). 1994. *Participation in human inquiry*. London. Sage.
- RICHARDSON, L. 2000. *Writing. A method of inquiry*. In Denzin, NK & Lincoln, YS. (Eds). *The handbook of qualitative research*. 2nd ed. Thousand Oaks. Sage.
- RIETBERGEN-McCRACKEN, J, WOOD, S & SIMPSON-HÉBERT, M. 1998. *Participatory monitoring and evaluation of sanitation projects*. In SIMPSON-HÉBERT, M & WOOD, S. Sanitation promotion. WSSCC working group on promotion of sanitation. Geneva. WHO.

- ROSSI, PH, FREEMAN, HE & LIPSEY, MW. 1999. *Evaluation. A systematic approach*. 6th ed. London. Sage.
- SAHN, DE, LOCKWOOD, R, SCRIMSHAW, NS. 1988. *Methods for the evaluation of the impact of food and nutrition programmes*. Singapore. United Nations University.
- SAHYOUN, NR, PRATT, CA & ANDERSON, A. 2004. Evaluation of nutrition education interventions for older adults: a proposed framework. *Journal of the American Dietetic Association* 104(1): 58-69.
- SAMANTA, BB & VAN WIJK, CA. 1995. *Criteria for successful sanitation programmes in low income areas in the South*. Third meeting of the Water Supply and Sanitation Collaborative Council Working Group on promotion of sanitation. Geneva. IRC. [WWW document]. URL <http://www.irc.nl/themes/sanitation/criteria.html> Accessed - 04/29/2003.
- SANITATION CONNECTION. 2002. *Sanitation promotion*. [WWW document]. URL <http://www.sanicon.net/titles/topicintro.php3?topicId=21> Accessed - 02/20/2003.
- SCMIDT, DH & RIFLE, SB. 1996. Measuring participation: its use as a managerial tool for district health planners based on a case study in Tanzania. *International Journal of Health Planning and Management* 11(October): 345-358.
- SCHOOL OF MATHEMATICS AND STATISTICS. 2003. *Quotations by Blaise Pascal*. University of St Andrews, Scotland. [WWW document]. URL <http://www-gap.dcs.st-and.ac.uk/~history/Quotations/Pascal.html> Accessed - 17/04/2004.
- SCHRIJVERS, J. 1995. *Participation and power: a transformative feminist research perspective*. In NELSON, N & WRIGHT, S. (Eds). *Power and participatory development. Theory and practice*. London. Intermediate Technology.
- SCRIVEN, M. 1980. *Reasoning*. New York. McGraw-Hill.
- SEN, PC. 2001. *The need and rationale for monitoring and evaluation of nutrition programmes*. [WWW document]. URL <http://www.unu.edu/unupress/food/Images/Gray.gif> Accessed - 31/01/2001.
- SELF IMPROVEMENT ONLINE. 2004. *Motivational quotes of the day*. [WWW document]. URL <http://www.selfgrowth.com> Accessed – 15/09/2004.
- SEYMOUR-ROLLS, K & HUGHES, I. 1995. *Participatory Action Research: getting the job done*. [WWW document]. URL <http://casino.cchs.usyd.edu.au/arow//reader/rseymour.htm> Accessed - 31/01/2001.
- SHAFER, L, GILLESPIE, A, WILKENS, JL & BORRA, ST. 1996. *Nutrition education for the public – position of the ADA*. [WWW document]. URL <http://www.eatright.org/adapospb.html> Accessed - 06/06/2002.

- SILKA, L. 2000. *Evaluation as a strategy for documenting the strengths of community-based participatory research*. In O'FALLON, LR, TYSON, FL & DEARRY, A (Eds). Successful models of community-based participatory research. Washington DC. IEHS.
- SIMPSON-HÉBERT, M & WOOD, S. 1998. *Sanitation promotion*. WSSCC working group on promotion of sanitation. Geneva. WHO.
- SMALING, A. 1992. *Objectivity, reliability and validity*. In BRUINSMA, GJN & ZWANENBURG, HM (Eds). Methodology for management specialists. Muidersberg. Coutinho.
- SMITH, B. 1997. *Past experiences and needs for nutrition education: Summary and conclusions of nine case studies*. Food and Nutrition discussion paper 62. Nutrition education for the public. Chapter 1. Rome. FAO. [WWW document]. URL <http://www.fao.org/docrep/W3733E/w3733e04.htm> Accessed - 06/02/2003.
- SMITH, B & SMITASIRI, S. 1997. *A framework for nutrition education programmes*. Food and Nutrition discussion paper 62. Nutrition education for the public. Chapter 2. Rome. FAO. [WWW document]. URL <http://www.fao.org/docrep/W3733E/w3733e04.htm> Accessed - 06/02/2003.
- SNE (SOCIETY FOR NUTRITION EDUCATION). 2004. *Partner policies*. [E-mail]. map@sne.org
- SPRADLEY, J. 1979. *The ethnographic interview*. New York. Holt, Rinehart and Winston.
- STATS SA. 2000. *Measuring Poverty in South Africa*. [WWW document]. URL <http://www.statssa.gov.za/publications/> Accessed - 28/04/2002.
- STUTER, LM. 2003. *The Delphi technique. What is it?* [WWW document]. URL www.propertyrightsresearch.org/delphi_technique.htm#what Accessed – 22/09/2004.
- SWANEPOEL, H & DE BEER, F. 1997. *Introduction to development studies*. Johannesburg. Thomson.
- SWART, R, MAUNDER, E, LABADARIOS, D, STEYN, N, MACINTYRE, U, NESAMVUNI, AE, GERICKE G, HUSKISSON J, VORSTER, HH & DANNHAUSER, A. 2000. Nutrition Education: The way forward from the National Food Consumption Survey, 1999. *The South African Journal of Clinical Nutrition* 13(3): 100.
- TRAVERS, KD. 1997. Nutrition education for social change: critical perspective. *Journal of Nutrition Education* 29(2): 57-62.
- UNDP (UNITED NATIONS DEVELOPMENT PROGRAMME). 2000. *UNDP South Africa Human Development Report*. [WWW document]. URL <http://www.undp.org.za/docs/reports/wopdecl.html> Accessed - 15/02/2003.
- UNICEF. 2002. *Facts of life*. 3rd ed. New York. UNICEF. [WWW document]. URL http://www.unicef.org/ffl/09/key_messages.htm Accessed - 29/06/2004.
- UNICEF. 1999a. *Towards better programming. A manual on hygiene promotion*. Water, Environment and Sanitation Technical Guidelines Series - No. 6. New York. UNICEF.

- UNICEF. 1999b. *Towards better programming. A manual on communication for water supply and environmental sanitation programmes*. Water, Environment and Sanitation Technical Guidelines Series - No. 7. New York. UNICEF.
- UNICEF. 1992. *Strategy for improved nutrition of children and women in developing countries*. A UNICEF policy review. New York. UNICEF.
- UP (UNIVERSITY OF PRETORIA). 2002. *Strategic plan 2002-2005*. Pretoria. University of Pretoria.
- US DEPARTMENT OF STATE. 2002. *World Bank presents rural development plan at Food Summit*. [WWW document]. URL <http://info.state.gov/topical/global/develop/02061209.htm> Accessed - 27/02/2002.
- VAN WIJK, C & MURRE, T. 1992. *Motivating better hygiene behaviour: importance for public health mechanisms of change*. IRC International Water and Sanitation Centre. The Hague. UNICEF.
- VARLEY, R. 1998. *Financing low-income household sanitation facilities through household credit*. In SIMPSON-HÉBERT, M & WOOD, S. Sanitation promotion. WSSCC working group on promotion of sanitation. Geneva. WHO.
- VORSTER, HH, OOSTHUIZEN, W, JERLING, AC, VELDMAN, FJ & BURGER, HM. 1997. *The nutritional status of South African. A review of the literature from 1975-1996*. Durban. Health Systems Trust.
- WALTON, RE & GAFFNEY, ME. 1991. *Research action and participation*. In WHYTE, WF. (Ed). Participatory action research. London. Sage.
- WASSERMAN, I & KRIEL, JD. 1997. *Facts and fallacies. Perspectives on community development*. Pretoria. Wasserman & Kriel.
- WEIMER, JP. 1996. USDA's role in nutrition education and evaluation. *Food Review* (Jan-Apr): 41-45.
- WEISS, C. 1997. How can theory-based evaluation make headway? *Evaluation Review*. 4(21): 501-524.
- WETMORE, SB & THERON, F. 1998. Community development and research: participatory learning and action - a development strategy in itself. *Development Southern Africa* 15 (1): 2954.
- WHITNEY, EN & ROLFES, SR. 2002. *Understanding nutrition*. 9th ed. London. Wadsworth.
- WHO. 1993. *Improving water and sanitation behaviours for the reduction of diarrhoeal disease. The report of an informal consultation*. WHO/CWS/93.10. Geneva. WHO.
- WHO. s.a. *Water and sanitation*. [WWW document]. URL http://www.who.int/water_sanitation_health/Environmental_sanit/envindex.htm Accessed - 02/20/2003.
- WHYTE, W. 1995. Encounters with participatory action research. *Qualitative Sociology* 18(3): 289-299.

WHYTE, WF. (Ed). 1991. *Participatory action research*. London. Sage.

WOLCOTT, HF. 1994. *Transforming qualitative data*. London. Sage.

WORLD BANK. 2004. *Agriculture and rural development*. [WWW document]. URL
<http://Inweb18.worldbank.org/ESSD/ardext.nsf/11> Accessed - 22/10/2004.

WORLD BANK. 2002a. *From action to impact: the Africa region's rural strategy*. Washington DC.
The World Bank.

WORLD BANK. 2002b. *Water, sanitation & hygiene*. [WWW document]. URL
http://www.who.int/water_sanitation_health/ Accessed - 21/07/2003.

WORLD BANK. 2002c. *Monitoring and evaluation: some tools, methods and approaches*.
Washington DC. The World Bank.

YEN, YCJ. 1920. *Biography for the 1960 Ramon Magsaysay award for international understanding*.
[WWW document]. URL
<http://www.rmaf.org.ph/RMAFWeb/Documents/Awardee/Biography/yjy01bio.htm> Accessed -
20/02/2003.

ADDENDA



ADDENDUM A:

Household food security scale

Food Insecurity Assessment Scale (FIAS)



With this questionnaire we would like to get an impression of the availability of food. Grade yourself as quickly and as honestly possible. Do not speculate too long before you answer. The first answer that comes to mind is usually the correct one. Mark the relevant item with an **X**, using the following scale:

Sekale sa tlala le tekanyo ya polokesego ya dijo ka dipotso tse re rata go tlhomamisa maikutlo mapabi le go nna teng ga dijo. O itshwaye ka bofelo le ka bonnetje... O se ka wa nagana nako e telele pele o araba. Karabo ya nthla e o e gopolang e tle e nne e e nepagetseng. Tshwaya nthana e e lebaneng ka **X** o dirisa sekale se se latelang:



1.	My food runs out before I get money to buy more. My kos raak op voordat ek geld kry om meer te koop. Dijo tsa me di fela pele ke amogela gape.	<input type="radio"/> 1 <input checked="" type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
2.	I do not know where the next day's food is going to come from. Dit is onbekend waar more se kos vandaan kom. Ga ke itse gore dijo tsa letsatsi le le latelang di tla tswa kae.	<input type="radio"/> 1 <input checked="" type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
3.	The food that I buy is not enough to feed my family. Die kos wat ek koop, is te min vir my gesin. Dijo tse ke ri rekang ga di lekane balelana.	<input type="radio"/> 1 <input checked="" type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
4.	I am often hungry. Ek is dikwels honger. Ke tshwarwa ke tlala gantsi.	<input type="radio"/> 1 <input checked="" type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
5.	I eat less than I think I should. Ek eet minder as wat ek dink ek moet. Ga ke je jaaka ke gopola gore ke je.	<input type="radio"/> 1 <input checked="" type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
6.	I don't have enough money for food. Ek het te min geld om kos te koop. Ga ke na madi a a khanatseng dijo.	<input type="radio"/> 1 <input checked="" type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
7.	I cannot afford to feed my children. Ek kan dit skaars bekostig om my kinders te voed. Ke tlhaca goka jesa bana ba me.	<input type="radio"/> 1 <input checked="" type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
8.	My children are not getting enough food to eat. My kinders kry te min kos om te eet. Bana ba me ga ba na dijo tse di lekaneng.	<input type="radio"/> 1 <input checked="" type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
9.	My children go to bed feeling hungry. My kinders gaan honger slaap. Bana ba me ba ya go robala ba na le tlala.	<input type="radio"/> 1 <input checked="" type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
10.	I have enough food to last until I get money to buy more. Ek het genoeg kos totdat ek geld kry om nog te koop. Ke na le dijo tse di lekaneng go fitlha ke amogela gape.	<input type="radio"/> 1 <input type="radio"/> 2 <input checked="" type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
11.	I know where tomorrow's food is going to come from. Ek weet waar more se kos vandaan gaan kom. Ke itse gore dijo tsa ka moso di tla tswa kae.	<input type="radio"/> 1 <input type="radio"/> 2 <input checked="" type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
12.	I can afford to eat enough every day. Ek kan dit bekostig om elke dag genoeg te eet. Ke kgona go ja go lekane maiatsi othe.	<input type="radio"/> 1 <input type="radio"/> 2 <input checked="" type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
13.	I have enough money for food. Ek het genoeg geld om kos te koop. Ke na le madi a a lekanatseng dijo.	<input type="radio"/> 1 <input type="radio"/> 2 <input checked="" type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
14.	I go to bed feeling hungry. Ek gaan honger slaap. Ke ya go robala ke na le tlala.	<input type="radio"/> 1 <input type="radio"/> 2 <input checked="" type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
15.	I still have food in the house the day before someone gets paid. Ek het genog kos in die huis oor die dag voordat iemand geld kry. Ke na le dijo mo ntlong pele mongwe a duelwa.	<input type="radio"/> 1 <input type="radio"/> 2 <input checked="" type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5

10, 11, 12, 13, 15

Copyright © 1997 AC Faul, AJ Hanekom, SM Hanekom
Perspective Training College, PO Box 20842, Noordbrug 2522, Tel (018) 297 3716. Fax (018) 297 4775

Illegal to copy or reproduce in any way whatsoever

ADDENDUM B:

Educational support material

*Poster designed for
the Oranje farm
community on
hygiene and
sanitation*



On Oranje farm... ...Sanitation rules.

Ka ntlong ya Oranje Farm... ...melao ya ho hlwkisa ke ena



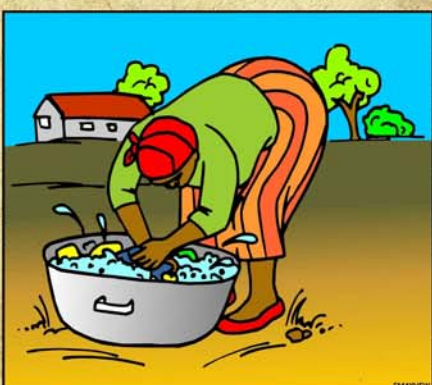
Teach children to use toilets
Ruta bana ho sebedisa
ntlwana



Wash hands with soap
Hlatswa matsoho
ka sepepa



Keep toilets clean
Boloka ntlwana ya hao e
hlwekile ka naka tsohle



Wash kitchen cloths everyday
Hlwekisa masela a ho
hlatswa dijana ka nako tsohle



**After washing the kitchen
cloths, hang it in the sun to dry.**
Masela a ho hlatswa dijana a lokelwa ke ho thola letsatsi



Cover drinking water
Kwala metsi a ho
nwa ka nako tsohle



Burn rubbish
Tjhesa matlakala



Oranje Farm

ADDENDUM C:

Hygiene and Sanitation - knowledge test

1. Do you know what germs are? [yes=1]
2. Diseases can be spread from one person to another. [yes=1]

Personal hygiene:

3. Hands don't need to be washed before you start cooking. [no=1]
4. You should always put on clean clothes everyday. [yes=1]
5. You only need to bath once a week. [no=1]
6. Nails must be kept short and clean. [yes=1]
7. After being to the latrine, stools can be removed from the body using paper or grass. [yes=1]
8. It is safe to dry wet hands on your clothes. [no=1]
9. Children can have worms inside of them. [yes=1]

Household hygiene:

10. It is good if there are flies in the latrine. [no=1]
11. Children can use the field instead of the latrine if they want to. [no=1]
12. Drinking water can stay in the bucket for 3 days. [no=1]
13. A dirty house can cause diarrhoea (loose stools) in children. [yes=1]
14. Boiled water and milk is safer to use. [yes=1]
15. Leftover food should be kept in a cool place. [yes=1]
16. Drinking water should always be covered. [yes=1]
17. Ash or ground can be used to clean hands and surfaces if soap is unavailable. [yes=1]
18. Marogo from the field should always be washed before it is cooked. [yes=1]
19. Meat with purple or brown spots can be eaten. [no=1]

Environmental hygiene:

20. Rodents (mice or rats) carry some very deadly diseases. [yes=1]
21. It is good to have one single garbage dump site for the village. [yes=1]
22. Garbage should be burnt or buried. [yes=1]
23. Chickens and dogs must be kept out of the cooking area. [yes=1]
24. Flies can cause diseases and illnesses. [yes=1]
25. I don't have to keep my yard clean from animal droppings. [no=1]

Literature consulted:

AHMED, NU, ZEITLIN, MF, BEISER, AS, SUPER, CM, GERSHOFF, SN & AHMED, MA. s.a. *Assessment of the impact of a hygiene on environmental sanitation, childhood diarrhoea, and the growth of children in rural Bangladesh.* [WWW document - 04/16/2003]. URL
www.unu.edu/unupress/food/8F151e/8F151E07.htm

ADDENDUM D: Hygiene and Sanitation - behavioural scale

Always=2; Sometimes=1; Never=0; except for negatively implied answers (*)

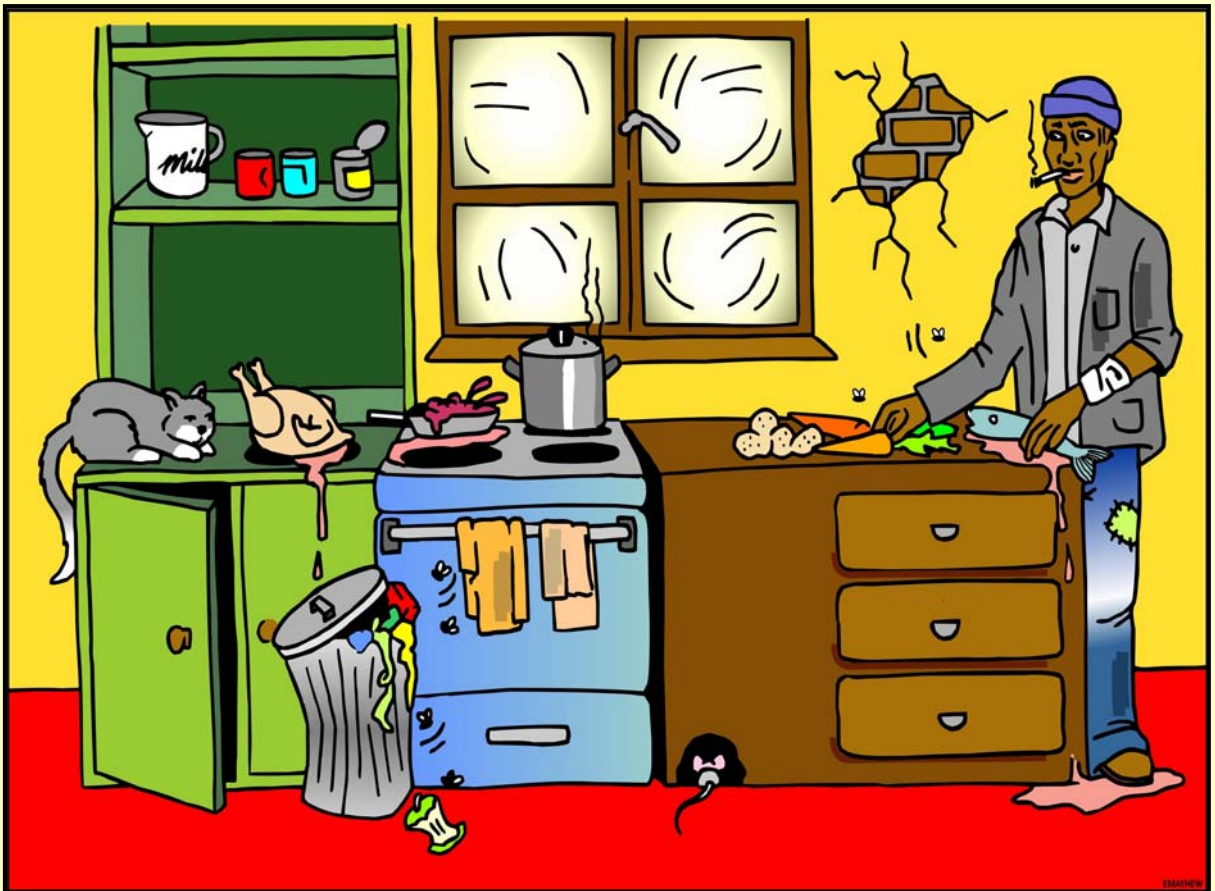
1. I wash my hands before I start cooking
2. My children put on clean clothes everyday
3. I wash my face and soft body parts everyday
4. I cut my children's and my own nails short
5. After being to the latrine, I remove stools from my body using paper
6. I check if my children wash their hands after being to the latrine
7. I wash my whole body, seated or standing, everyday
8. I attempt to keep flies out of the house
9. My children use the field in stead of the latrine (*)
10. I give rotten food to the dogs
11. I keep fresh and clean drinking water in my house everyday
12. I clean my house with a cleaning agent (soap, detergent) once a week
13. After I have milk the cow, I boil the milk before we drink it
14. I keep left-over food for the following day on the stove or on the cupboard (*)
15. Drinking water is kept in a closed container
16. I use ash or ground to clean hands and surfaces if I don't have soap
17. I wash vegetables and fruit before we eat it
18. I throw leftover food away after 3 days
19. I attempt to keep mice and rats away from my house
20. I burn garbage in my yard
21. I have a rubbish bin in my house
22. There are chickens and dogs in the area where I cook (*)
23. I sweep the yard around my house every week
24. I remove droppings from animals around my house everyday
25. I teach my children to be clean and tidy

Literature consulted:

HSU, CHC. 1994. Sanitation knowledge, attitudes and behaviours of food service workers in Big Ten Universities. *Journal of the National Association of college and University Food services*. [WWW document - 4/16/2003] URL www.nacufs.org/resources/publications/journal/old/sanitation.asp

ADDENDUM E:

Activity sheet on domestic hygiene



ADDENDUM F: Checklist for planning better sanitation projects

Checklist for planning better sanitation projects

—WSSCC Working Group on Promotion of Sanitation

This checklist has been drawn from the *Principles of better sanitation programmes* and *Features of better sanitation programmes*.

If you are interested to know how closely a planned project follows the "principles" and "features", you may wish to try this checklist. If your answer to these questions is consistently "yes", you have followed the "best practices".

If any answers are "no" you might examine whether changing this feature would improve the project.

Project formulation

- Are communities being selected for sanitation change because of their **keen desire for improvement** Yes No
or because it is at **high risk** for sanitation-related diseases? Yes No
- Is the project planned in a way that **changes** can be made as lessons are learned? Yes No
- Is the sanitation project accepted as a **priority** in its own right, rather than viewed as an add-on to a water programme? Yes No
- Does the sanitation project have its **own budget** Yes No
and **own time-frame** Yes No
separate from any water supply project that may be taking place concurrently?
- Is the project assessing how the community's improved sanitation system will be a successful part of its **larger ecosystem, cultural beliefs and practices**? Yes No
- Does the project have a component either to create demand for sanitation or to encourage the **expression of demand** that is already there? Yes No
- Is the project assessing whether the principles of **social marketing** can or should be applied to the project to understand consumer preferences in the design of facilities? (See *Social marketing for sanitation programmes*.) Yes No
- Is the project learning about and considering the cultural beliefs and practices of the community in designing the hygiene behaviour-change component? Yes No
- Is the project involving the community in collecting information on the current sanitation situation for use in developing the project? Yes No

Project management

- Is the community involved in setting the project's objectives? Yes No
- Is a realistic time-frame being allowed for the project? Yes No
- Is the project identifying what additional support from other sectors might be needed to make the project successful? Yes No
- Is the project developing a plan for how the sanitation project will be managed? Does this include:
 - defining roles and responsibilities? Yes No
 - setting out supervisory structures? Yes No
 - developing reporting systems? Yes No
 - coordinating activities? Yes No
 - outlining communication systems? Yes No

Community participation

- Is the project considering how (whether) the essential elements of **social mobilization** can or should be applied? Yes No
- Is the project assessing how (whether) **participatory approaches** can or should be applied to encourage better dialogue with the community and to involve it actively in decision-making? (See *Participatory approaches to community empowerment*.) Yes No
- Is the project creating an environment in which the community feels a sense of responsibility and ownership for the project? Yes No
- Is the project trying to use **existing community organizations** rather than creating new ones? Yes No
- Is the project consulting with people trained and experienced in methodologies for achieving effective community participation? Yes No
- Is the project creating an environment in which **private producers** can be involved in providing the hardware for the project and can thrive economically in doing so? Yes No

Gender sensitivity

- Is the project employing a **gender specialist** and using the gender checklist? (See *A gender perspective in sanitation projects* and the associated gender checklist.) Yes No
- Is the project using both **male and female personnel** to reach out to the community and households? Yes No

Hygiene behaviour change

- Do the project personnel recognize that **hygiene behaviours** are as important as facilities for improving community and household sanitation? Yes No
- Is the project identifying **behaviour changes** that need to occur in the community and households to get the benefits of facilities? Yes No
- Does the project have a **strategy for bringing about behaviour changes?** (The *Checklist for planning hygiene behaviour-change in sanitation projects* is a useful source of further information on this subject.) Yes No
- Are hygiene behaviours and facilities being **promoted together**, in a complementary way, in the project? Yes No
- Is the project trying to involve community groups in **formulating their own hygiene education programmes** and own messages and methods rather than having these designed from outside the community? Yes No

Selecting technologies

- Is the project using information collected about what people in the community are **doing now** for sanitation, and trying to build, step by step, upon these traditions to improve sanitary conditions? Yes No
- Are the project personnel keeping an open mind about what kind of **sanitation technologies** might be possible for the community? Yes No
- Is the community being advised about a **range of technical options** from which it can choose? Yes No
- Are these options affordable to the great majority of households, **without subsidy?** Yes No
- Do community members have opportunities to **assess for themselves** various sanitation technology options, and to participate in a meaningful way in their selection? Yes No
- Do community members have opportunities to suggest adaptations to the various sanitation technology options presented, so that they can be made more appropriate to the local situation? Yes No
- Are some **household financing schemes** being offered to the community to help them pay for facilities? Yes No

Promotion

- Is the project trying to win the support of **slightly wealthier and higher status people first** before approaching the poorer households or groups? Yes No
- Does the project have **political support** from the highest possible level within this social context? Yes No
- Is the project **letting the people in the community** know that this sanitation project is supported by higher-level political figures? Yes No
- Does the project include and involve **schools schoolchildren or other community children?** Yes No

- Is the project planning for the promotion of sanitation and hygiene behaviours to be a **continuous activity** rather than a one-off effort with a limited time-frame? Yes No

Capacity-building

- Is the project building capacity for the community to take over the **operation and maintenance** of any new facilities? Yes No
- Is the project offering additional training to its personnel to help them accomplish the above? Yes No

Backup

- Is the project planning to provide the necessary support to the community until it is able to sustain the project on its own? Yes No

Feedback

- Is the project involving the community in developing a monitoring system that it can use to measure progress and as a basis for continued improvement? (See *Participatory monitoring and evaluation of sanitation projects.*) Yes No